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ECI 430/435
Drs. Young & Lee
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Integrated Thematic Unit Project
Part One

What's War Got to Do With It? War and Loss in Western Europe

A. Introduction

I will be teaching this unit in a sixth grade Language Arts class at Salem Middle. However, calling this class Language Arts is a little misleading because Social Studies is integrated daily. At Salem, all of the sixth grade teams are two person teams, except for the team I am teaching on, the Pink Panthers. The other teams have two 135 minute blocks per day; my team has three 90 minute blocks per day. Salem is a Professional Learning Community school, and the sixth grade teachers have decided that all the teams will teach the same basic lessons. Another belief they hold is that Language Arts should be taught from a skill based perspective. This results in a lot of integration, especially between Language Arts and Social Studies. My cooperating teacher, Mrs. Knight is technically the Language Arts teacher, but she shares some lessons with the Social Studies teacher. She wants me to have experience teaching both Language Arts and Social Studies, so I may be incorporating more Social Studies into the lessons I teach than she would. Each classroom at Salem has a computer with Internet access connected to an LCD projector, so integrating technology will be fairly easy. The students at Salem are mostly white middle to upper class students, with a high SES. The test scores at Salem are among the highest in the county. On the Pink Panthers, there are two periods of AIG students, and one regular period. There are no In-Class-Resource students. From what I have seen, the students have a very high ability level and there are a very few behavior problems.

B. Organizational Principle

When I began brainstorming ideas about a theme for a unit on Western Unit, I had a lot of ideas, but I was unsure of how to make each of those themes work for an entire unit. I began looking over information about Western Europe (WE), both from the sixth grade Wake County pacing guide and the textbook, and I saw that most of WE's content was on wars. I still did not feel that having 'war' as a theme was engaging or specific enough, so I decided to incorporate loss into my theme, because I feel that war and loss go hand in hand. I think that learning about wars will be engaging for some students, but not for all, so there needs to be another hook for the remaining students. Looking at the loss associated with wars gives a more personal approach, which many students can identify with. My 'War and Loss' unit is technically for Social Studies, but for Salem, I needed to incorporate a lot of Language Arts. I think that actually makes the unit more engaging because it allows students not only to learn about history, but also to reflect on and here personal accounts of the loss that has occurred in WE because of wars since the 1800s.

C. Primary Subject Matter Focus

My unit deals with Western Europe, and since my theme is 'War and Loss,' I chose to study the history of WE through the different wars. The unit does start with geography and incorporates some culture of WE because I think these are two important aspects to understand when learning about a region. However, the bulk of the unit focuses on the French Revolution/Napoleon, WWI, WWII, and the Cold War. This is a lot of material to cover in four weeks and these are sixth graders, so the lessons do not spend a lot of time on specific battles, weapons used,

strategy, peace conferences etc. Instead, the lessons use historical documents, personal accounts (both non-fiction and from Young Adult novels) to teach students about the wars. Because a major part of this unit is learning about the losses (both personal and to nations) that occurred as a result of war, reflection is present in the majority of the lessons. I think the ability to reflect on past experiences is a very important skill to have, and I do not think that sixth grade is too early to start teaching that. I think students will get more out of the material, and remember it, if they are forced to reflect upon it, looking at how a certain historical event affected a time period and how those events continue to shape the world today.

D. Organizing Questions

1. How did the French Revolution influence Napoleon's rise to power?
2. What were the costs/losses of WWI?
3. How did Hitler's personal beliefs affect the loss (both human life and economic) of WWII?
4. How did the Berlin Wall shape life in Germany?
5. How does life today reflect the loss that occurred throughout history in WE?

E. Goals

1. for students to understand that one person (i.e. Napoleon, Hitler) can shape a country's history
2. for students to understand that past hostilities can affect the way nations are treated in the future
3. for students to effectively reflect upon past events to make predictions for the future
4. for students to appreciate the relationship between history and culture

F. General Unit Objectives

{SO are for Lessons 1-3 only}

[Cognitive] GO SO

1. SWBAT identify causes of the major historical events.
2. SWBAT identify losses/costs associated with major historical events.
2.1 SWBAT compare and contrast present day events with those of the past.
3. SWBAT explore relationships between groups of people and their country.
3.1 SWBAT recall previous knowledge of WE to hypothesize about culture and life in WE.
3.2 SWBAT identify interesting facts about a specific country.

[Affective] GO SO

4. SWBAT reflect on losses, both those associated with wars, and in their personal life.
5. SWBAT interact appropriately in the classroom setting.
5.1 SWBAT listen attentively while music is played.
5.2 SWBAT effectively participate in group work.
6. SWBAT appreciate the sacrifices individuals and groups make for their country.
6.1 SWBAT appreciate the changes that Revolution can create.
7. SWBAT connect cultures to nations.
7.1 SWBAT connect music to culture.

[Performance] **GO SO**

8. SWBAT label major landforms and bodies of water on a map.
 8.1 SWBAT label major landforms and bodies of water on a map.
9. SWBAT create visual representations.
 9.1 SWBAT create physical representations of geographical traits.
 9.2 SWBAT use graphic organizers effectively.
10. SWBAT write a problem solution essay.
11. SWBAT produce their own diamante poem.
12. SWBAT give oral presentations.
 12.1 SWBAT present material effectively.

[6th: SS NCSCoS]

1. **Competency Goal 1:** The learner will use the five themes of geography and geographic tools to answer geographic questions and analyze geographic concepts.
2. **Competency Goal 2:** The learner will assess the relationship between physical environment and cultural characteristics of selected societies and regions of Europe.
3. **Competency Goal 7:** The learner will assess connections between historical events and contemporary issues.
4. **Competency Goal 8:** The learner will assess the influence and contributions of individuals and cultural groups in Europe.
5. **Competency Goal 11:** The learner will recognize the common characteristics of different cultures in Europe.

[6th: LA NCSCoS]

1. **Competency Goal 1:** The learner will use language to express individual perspectives drawn from personal or related experience.
2. **Competency Goal 2:** The learner will explore and analyze information from a variety of sources.
3. **Competency Goal 3:** The learner will examine the foundation of argument.
4. **Competency Goal 4:** The learner will use critical thinking skills and create criteria to evaluate print and non-print materials.

G. Possible Unit Materials and Supplementary Texts

- *Poetry*
 - i. “In Flanders Fields” by John McCrae*
 - ii. “Why Wear a Poppy” by Don Crawford*
 - iii. “We Shall Keep the Faith” by Moina Michael*
 - iv. response to “In Flanders Fields” by John Mitchell*
 - v. response to “In Flanders Fields” by J.A. Armstrong*
 - vi. “America’s Answer” by R.W. Lilliard*
- *Novels (taking excerpts)*
 - i. *An Innocent Soldier* by Josef Holub*
 - ii. *Betsy and the Emperor* by Staton Rabin
 - iii. *Night* by Elie Wiesel
 - iv. *We Are Witnesses* by Jacob Boas
 - v. *Lord of the Nutcracker Men* by Iain Lawrence*

- vi. *Eyes Like Willy's* by Juanita Havill*
- vii. *Diary of a Young Girl* by Anne Frank*
- viii. *Number the Stars* by Lois Lowry*
- ix. *The Berlin Wall: How it Rose and Why it Fell* by Doris M. Epler*
- *Film*
 - i. "The Holocaust: A Teenagers Experience"
- *Primary Sources*
 - i. "The Trench Network"*
 - ii. FRD Pearl Harbor Speech*
 - iii. "Voices from D-Day"*
- *Historical Documents*
 - i. Propaganda Posters used by Nazi Germany and Great Britain during WWII*
 - ii. "The Code Napoleon" by Robert Burnham*
<http://www.timewarp trio.com/teachers-parents/lessons/pdf/twt-lesson-napoleon.pdf>
- *Articles*
 - i. Misc. articles from the St. Louis Star-Times reprint, December 8, 1941*
 - ii. "In French riots, a lesson for Europe" by Souhelia Al-Jadda (USA Today, 11-8-05, editorial)
 - iii. "Historical Background" on Napoleon*
- *Reference Materials (Including Textbooks and Nonfiction)*
 - i. *Anne Frank: Beyond the Diary* by Ruud van der Rol and Rian Verhoeven
 - ii. *Days that Shook the World: The Fall of the Berlin Wall* by Pat Levy*
 - iii. *Dictatorship: A Primary Source Analysis* by Rose McCarthy*
 - iv. *World War One: An Illustrated History* by Robert Hoare
 - v. *Napoleon* by Alan Blackwood*
 - vi. World Explorer Teacher's Edition: Europe and Russia
 - vii. Teaching in the World Teacher's Edition: Europe and Northern Asia
 - viii. Geography: The World and Its People – Glencoe Vol. 1*
 - ix. Glencoe Literature: The Reader's Choice, Course 1
 - x. Atlases*
- *Computer Related*
 - i. Google Earth*
 - ii. Internet (for research)*
 - iii. US Holocaust Memorial Museum Website (www.ushmm.org)*
 - 1. using animated maps of the Holocaust and WWII, population maps from before and after WWII, personal history videos
- *Maps*
 - i. WE: capitals, major landforms, bodies of waters*
 - ii. Napoleon's conquests*
 - iii. WWI alliances*
 - iv. WWII alliances*

H. Possible Activities/Instructional Strategies

- Journaling
- Mapping
- Writing/Presenting a Diamante Poem
- Identifying the four major elements of poetry (story, music, imagination, structure)

- Socratic Seminar
- Group Work
- Partner Work
- Population, Climate, Language Visual Representations of individual countries
- Play traditional music
- Create an imaginary wall in class (Berlin Wall) – give one half certain advantages, like exit or computer access
- Examine life in the trenches during WWI
- Watch video interviews of Holocaust survivors
- Internet Research by the Students
- PowerPoint Presentation by Teacher
- Fill-In-The Blank Notes
- Writing a Problem Solution Essay
- Peer Editing an essay and poem
- Improving Reading Comprehension through the use of Reading Strategies
- Class Discussion
- Individual and Group Presentations
- Reflections
- Freewrites
- Silent Reading
- Reading Aloud

I. Unit Map

{ Geography

Day 1. Maps and Music

- § Bridge/Warm-up: Student freewrite on influence of music in their lives/town/US
- § play music from several WE countries
- § map each country – use colors and a key – will save this to use throughout the unit
- § Google Earth – visit each country
- § In-Class Journal Prompt
 - explain use of journals throughout unit
 - Think about the type of music Americans (including you) listen to, and then think about the music you have heard today. What does music tell us about culture? Is this a valid way to make judgments?
- § Exit Slip

2. Examining Western Europe

- § Warm-up: Talk about layout of unit
- § language, population, climate maps and presentations
- § interesting facts on the 10 countries
 - types of government, current weather and time, affiliated with EU/NATO, overseas territories held, etc.
- § Exit Slip

{ French Revolution

3. **Revolution:** LA Focus: Author Purpose/Stance
 - § Warm-up: French Revolution KWL
 - § PowerPoint presentation – students complete fill-in-the-blank notes
 - § *An Innocent Soldier* excerpt
 - § editorial on French riots – students work on author’s purpose and stance
 - § students complete graphic organizer
 - § Exit Slip
4. **Napoleon:** LA Focus: Summarizing
 - § map Napoleon’s routes/battles/conquest
 - § read “Historical Background” on Napoleon
 - timeline
 - § read “The Code Napoleon”
 - summarize
 - § Exit Slip
 - § HW prompt
 - What do you think of Napoleon’s actions? Were they justified?
Did he better France?
5. **Socratic Seminar**
 - § completely student led – topics for discussion will come from the previous night’s journal entry

{ WWI

6. **Causes/Fighting:** LA Focus: Cause and Effect
 - § play map animation of Europe in 1914 from pbs.org
 - § map WWI alliances
 - § *Eyes Like Willy’s* excerpt
 - § Causes and Effects of WWI worksheet
 - § discussion of causes of WWI
 - § reflection: Why is the assassination of Archduke Ferdinand regarded as the cause of the war?
 - § Exit Slip
7. **Life at War:** LA Focus: Inferences
 - § Movie Window/Date Inferencing Paragraph (Beers)
 - § read “The Trench Network” – students work on making inferences
 - § excerpt from *Lord of the Nutcracker Men*
 - inferences on life in the trenches
 - § talk about the end of the war/Treaty of Versailles/League of Nations
 - § Exit Slip
 - § HW Prompt
 - Do you think the treaty of Versailles was fair? Did some countries gain too many advantages? Was the League of Nations a good idea?
8. **Remembrance:** LA Focus: Elements of Poetry
 - § Read “In Flanders Fields” as a class
 - brainstorm why this poem and the poppy became famous
 - Use the sources to talk about how the meaning and significance of the poppy grew after WWI and with this poem.
 - § Talk about the four elements of poetry.

- Have the students take notes and keep the definitions displayed on the projector.
- § Use the poem “Why Wear a Poppy” to model picking out the four elements of poetry.
- § Split the class into four groups and assign each group a poem written in response to “In Flanders Fields.” Each group will determine the four elements of poetry in their poem.
- § Exit Slip
- § HW Prompt
 - “Do you think the poppy is a good representation for remembrance? Why is it important to remember what we have lost?”

{ WWII

9. **Causes:** LA Focus: Author Stance/Purpose

- § “Causes of WWII” summary
- § Students create a British Propaganda Poster
- § FDR Pearl Harbor speech – Reading Focus Lesson – complete graphic organizer
- § Reflection: Purpose of British and German propaganda posters
- § Exit Slip
- § INTRODUCE PROBLEM SOLUTION ESSAY
 - ongoing, part of 6th grade curriculum at Salem Middle
 - prompt will be determined during student teaching – will most likely be dealing with Western Europe
- § HW: BRAINSTORM IDEAS FOR ESSAY

10. **Holocaust:** LA Focus: Inferences

- § map WWII alliances
- § *Anne Frank* excerpt (Reading Focus Lesson) – use to practice making inferences
- § Predictions based on inferences about Jewish population during the war
 - research actual outcome
- § from www.ushmm.org
 - Personal Histories Videos
 - The Holocaust map with audio
 - map of Jewish population in 1933
 - map of Jewish population in 1950
 - map of major concentration camps in 1944
- § Exit Slip
- § HW: OUTLINE OF ESSAY DUE

11. **End/Costs:** LA Focus: Envisioning

- § use reprinted St. Louis times to talk about US entering war
 - Should they have entered sooner? Germany’s reaction?
- § read “Voices of D-Day” (Reading Focus Lesson) and work on envisioning
- § from www.ushmm.org
 - WWII map video – students create timeline
 - map: German conquests
- § Partner Work: Why did some nations fear a healthy Germany after WWII? Were these fears justified?
- § Exit Slip

§ CLASS TIME TO WORK ON ESSAY

§ HW: FIRST DRAFT OF ESSAY DUE ON DAY 14

{ Cold War

12. **Start/Causes**

§ based on journal entries, ask students what the Allies should have done to Germany after WWII

§ talk about the start of the Cold War; students do research (students have a term sheet to fill in)

- terms:
 - Iron Curtain
 - NATO
 - Warsaw Pact
 - Nuclear Weapons
 - dividing Germany
 - Berlin Wall

§ Exit Slip

§ HW: CONTINUE WORKING ON FIRST DRAFT OF ESSAY

§ HW Prompt: Think about each of the wars we have talked about (French Revolution/Napoleonic Wars, WWI, WWII, and Cold War). What are some of the losses that came with each? What are some major places, events, or people that stood out to you?

13. **Introduce Model Poem (Diamante) Assignment**

§ Explain format of a Diamante poem. Share my example.

§ Students:

- Step 1: Choose one of the four wars that you would like to write about.
- Step 2: Drawing on your list of major places, events, and people, pick a topic, place, person, etc. from that war that you want to be the focus of your poem – it must be a noun.
- Step 3: Choose another noun dealing with your war that is either a synonym or antonym for your word, or is related to your noun in some way. If you are unsure if your nouns are appropriate, ask.
- Step 4: Brainstorm nouns, adjectives, and –ing verbs that describe each of your original nouns.
- Step 5: Write rough draft.

14. **A Class Divided**

§ Divide the class in two – one-half should have advantages – exit access, sign-out privileges, etc.

§ Students will be spending 30 minutes sharing the Diamante Poem with a partner and completing the revising checklist

§ The remainder of the class period will be spent REVISING THEIR ESSAY WITH A PARTNER

§ Exit Slip

§ HW: SECOND DRAFT DUE DAY 16, Model Poem Due day 16

§ HW Prompt:

- How did being divided make you feel? What if you were in West or East Berlin and separated from your family? What would you do?

15. **Reunification: LA Focus: Connections**

- § Have announcement on the board that Berliners will be allowed to travel back and forth.
- § Show a PowerPoint of pictures of the reunification celebrations/wall coming down.
 - I narrate/students take notes
- § Divide students in groups of 4 – two students from one side of room/two from other
 - have them talk about how it felt to be divided and then brought back together
- § Read excerpt from *The Berlin Wall: How it Rose and Why it Fell*
- § make connections to division (text, world, personal)
- § Exit Slip
- § HW: Finish Diamante, FINISH SECOND DRAFT

16. **Diamante Presentations**

- § each student will present their Diamante poem and they will be displayed in the room
- § after presentations, students will be allowed to work on their essays: CONFERENCE WITH ME, ANOTHER STUDENT, SELF-EDIT
- § HW: FINAL DRAFT OF ESSAY DUE DAY 19

{ Culmination

17. **Culminating Activity**

- § Review Maps
- § start life map activity: individual and Western Europe maps
- § FINAL REVISIONS ON ESSAY
- § Exit Slip
- § HW: ESSAY DUE DAY 19
- § Map Quiz on day 18

18. **Culminating Activity**

- § Finish and present WE life maps
- § Map Quiz (labeling Countries and major bodies of water and landforms; identifying capitals)
- § HW: Think back on each of the topics that we have covered: Geography of WE, French Revolution/Napoleon, WWI, WWII, Cold War, and Culture of WE. Create 4 multiple-choice test questions (each on a different topic) and bring them to class tomorrow.
- § Exit Slip
- § HW: ESSAY DUE TOMORROW

{ Closing the Unit

19. **Review**

- § answer student questions
- § TAKE UP ESSAYS
- § HW: STUDY!

20. **TEST**

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Part II of V: Daily Lesson Plans

Lesson Plans

I am teaching in a 90-minute block, so I have included my initial lesson plan, and the lesson plans for days 2 and 3. The first two lesson plans are an introduction to Western Europe and the geography of that region. Lesson 3 is the first lesson on the French Revolution.

I talked to Mrs. Knight, and she suggested that I go ahead and make plans for the rest of the unit. The sixth grade at Salem shares lessons, so they all make their plans in a specific format called “One Pagers.” This gives the teachers a main lesson for each day (or possibly several days), and the individual teachers decide how to adapt that lesson to fit their classroom and other materials or activities that they need to complete at that time (i.e. editing, problem solution essay). I have made drafts of One Pagers for the rest of my unit, and I decided to include them to give a better picture of where the unit is going. Some lessons include the Reading Focus Lesson provided by Wake County for Quarter 3; they are situated behind the lesson in which I plan to use them.

I have also included the Reading Focus Lessons that are provided by Wake County for Quarter 3, but I did not incorporate into the lessons. Individual teachers will use these as they see fit. I will most likely use the Analogy Lessons as warm-ups.

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6th Grade SS/LA

Lesson Title: Geography of Western Europe

Context: This unit covers WE, but for students to be able to fully understand the history, they must also understand the geography of the places they are studying. This lesson will start the unit on WE and introduce students to the region they are studying.

Plan Number: 1 of 14

Specific Learning Objectives

[COG]

- **3.1** SWBAT recall previous knowledge of WE to hypothesize about culture and life in WE.

[AFF]

- **5.1** SWBAT listen attentively while music is played.
- **7.1** SWBAT connect music to culture.

[PERF]

- **8.1** SWBAT label major bodies of water, landforms, and capitals on a map.

[SS SCOS]

- **1.01** SWBAT create maps, charts, graphs, databases, and models as tools to illustrate information about different people, places and regions in Europe.
- **2.01** SWBAT identify key physical characteristics such as landforms, water forms, and climate, and evaluate their influence on the development of cultures in selected European regions.

[LA SCOS]

- **1.02** SWBAT explore expressive materials that are read, heard, and/or viewed by:
 - drawing inferences and/or conclusions.
 - generating a learning log or journal.

Materials:

1. CD Player
2. CD with several clips of WE music
3. Overhead of WE Map
4. Geography Book
5. Colored Pencils
6. Copy of WE Map for each student
7. Access to Google Earth
8. Computer with LCD Projector

Time: 90 Minutes

Procedures:

1. {10 minutes} Warm-Up/Bridge: Ask students to freewrite on the following: What type of music do you listen to? What does the type of music you listen to say about you? Your town? The US?

2. {Steps 2-11: 45 minutes} Tell students that the first music clip comes from the UK. Label the regions of the UK: Northern Ireland, Scotland, England, Wales. (Students have individual maps and the teacher will complete one on the overhead.)
3. Play a clip of The Beatles – “Come Together.” Ask students to guess which region the song comes from. (Correct answer is England.)
4. The second clip will come from the Benelux countries. Label Belgium, Netherlands, Luxembourg.
5. Play a clip of Django Reinhardt (jazz guitarist). Students guess – correct answer is Belgium.
6. The third clip comes from the Emerald Isle. Ask students what country is known as the Emerald Isle (Ireland). Ask them to hypothesize why this is the case. Label Ireland on the map.
7. Play “Irish Washerwoman.”
8. Label the remaining countries: France, Switzerland, Germany, Liechtenstein, and Austria. Help students to create a legend.
9. Play Massilia Sound System (France), Fantastischen Vier (Germany), and Falco (Austria). After each, have students guess what country the music is from.
10. Label on the map: Danube River, Rhine River, Atlantic Ocean, English Channel, North Sea, Baltic Sea, Bay of Biscay, Alps, Northern European Plain. If time, students can color code their map. They must also use a legend. If needed, they can use their Geography book.
11. Students will keep this map as a reference throughout the unit, so they will file it in the appropriate section of their notebooks. They will get their journals out
12. {5 minutes} Explain the purpose of using the journals throughout this unit. We will use them to reflect on the wars throughout history and the loss, consequences, and costs associated with those wars.
13. {10 minutes} First journal entry – in-class: What does the music of a country tell us about the culture there? Is using music to make a judgment about a country a valid tactic?
14. {10 minutes} Using the program Google Earth, we will visit several countries in WE. There is a tour of European Cities already created in the program. We will visit the cities located in WE, stop to zoom in closer at each, and look at buildings and physical characteristics, noting the differences between cities.
15. {Steps 15-16: 10 minutes} Explain the purpose of exit slips: These are a tool for checking for understanding. They will be required in order to leave the room each day, but they are not graded.
16. Exit slip: What are you most excited about learning/what do you hope we will studying in this unit?

Evaluation: Students will be completing a map of Western Europe; they will be identifying countries, capitals, and important bodies of water and landforms, and creating a legend (key). Completion of this will be evaluated, and it will be kept as a resource throughout the unit. At the end of the unit, they will be quizzed on this map and the information it contains.

Appendix of Materials Needed

1. Map Worksheet for Each Student

Western Europe – Assign each country a number in the space below, and write the capital.
 On the map, label each country using its corresponding number.
 Use page 290 in the Geography textbook if needed.
 Don't forget to create legend.



1-
Capital:

2-
Capital:

3-
Capital:

4-
Capital:

5-
Capital:

6-
Capital:

7 -
Capital:

8 -
Capital:

9 -
Capital:

10 -
Capital:

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Lesson Title: Getting to Know Western Europe

Context: This lesson is a continuation on the geography of WE, but it delves a little deeper than just maps. Students will be examining cultural aspects of geography as well as creating representations of language, population, and climate.

Plan Number: 2 of 14

Specific Learning Objectives

[COG]

- **3.2** SWBAT identify interesting facts about a specific country.

[AFF]

- **5.2** SWBAT effectively participate in group work.

[PERF]

- **9.1** SWBAT create physical representations of geographical traits.
- **12.1** SWBAT present material effectively.

[SS SCOS]

- **1.03** SWBAT use tools such as maps, globes, graphs, charts, databases, models, and artifacts to compare data on different countries of Europe and to identify patterns as well as similarities and differences among them.
- **2.01** SWBAT identify key physical characteristics such as landforms, water forms, and climate, and evaluate their influence on the development of cultures in selected European regions.

[LA SCOS]

- **1.03** SWBAT interact appropriately in group settings.
- **2.01** SWBAT explore informational materials that are read, heard, and/or viewed by:
 - comparing and/or contrasting information.
 - drawing inferences and/or conclusions.

Materials:

1. Geography Book
2. Access to Computers with the Internet in the Room
3. Construction Paper, Markers, Crayons, Colored Pencils, Tape, Glue for creating representations
4. Maps labeled by students on the previous day
5. Target Answer Key for Country Representations
6. Copy of Rubric for each group

Time: 90 Minutes

Procedures:

1. {5 minutes} Warm-Up/Bridge: Address what students wrote down they were looking forward to in this unit. Talk about the outline of the unit (moving through time by looking at major wars in WE) and also address the theme of loss.
2. {5 minutes} Introduce the homework assignment so that students who finish the daily assignment can begin: Using their geography book, library books, atlases, and online

resources, students will find two interesting facts on each WE country and write them on the back of their map. For each country, find one physical and one cultural fact. Students cannot find the same two facts for every country (i.e. major religion and a body of water every time). Types of facts can include, but are not limited to: type of government, current weather, time zone, affiliations (EU, NATO), overseas territories held, currency, and language.

3. {45 minutes} Divide the class into 10 groups/partners. Each group will be given a WE country. They will need to determine the languages used in that country, the population as compared to land area (population density), and one miscellaneous fact. Each group will create a representation of the population. This can take the shape of a graph, picture, map, etc., but it must be something they can show the class in the form of a visual. It can be drawn or computer generated. On their representation, the students will also list the name of their country, the actual population, the land area of their country, languages spoken, capital, miscellaneous fact, and their sources.
4. {20 minutes} Each group will present their representations to the class. The representations will be displayed throughout the room and compared.
5. {10 minutes} Exit Slip: Students will write down any remaining questions they have about physical or cultural characteristics of the countries of WE.

Evaluation

1. Students will be graded on completion of their 20 facts. To get full credit, they must have followed the directions and not listed similar facts for each nation.
2. Students will also be graded for the accuracy and completion of their representations and presentations on their country.

Appendix of Materials Needed:

1. Target Answer Key
2. Rubric

Target Answer Key for Country Representations

Source: Geography: The World and Its People

1. Germany
 - Capital: Berlin
 - Population: 81,950,000 (as of 2002)
 - Area: 137, 857 sq. mi.
 - Language: German
 - Population Density: 594 per sq. mi.
2. France
 - Capital: Paris
 - Population: 59,067,000 (as of 2002)
 - Area: 210,026 sq. mi.
 - Language: French
 - Population Density: 281 per sq. mi.
3. Ireland
 - Capital: Dublin
 - Population: 3,734,000 (as of 2002)
 - Area: 27,137 sq. mi.
 - Language: English, Irish Gaelic
 - Population Density: 138 per sq. mi.
4. UK
 - Capital: London
 - Population: 59,364,000 (as of 2002)
 - Area: 94,248 sq. mi.
 - Language: English, Welsh, Scottish Gaelic
 - Population Density: 630 per sq. mi.
5. Austria
 - Capital: Vienna
 - Population: 8,087,000 (as of 2002)
 - Area: 32,377 sq. mi.
 - Language: German
 - Population Density: 250 per sq. mi.
6. Luxembourg
 - Capital: Luxembourg
 - Population: 432,000 (as of 2002)
 - Area: 998 sq. mi.
 - Language: Luxembourgian, German, French
 - Population Density: 433 per sq. mi.
7. Liechtenstein
 - Capital: Vaduz
 - Population: 3200
 - Area: 62 sq. mi.
 - Language: German
 - Population Density: 516 per sq. mi.
8. Netherlands
 - Capital: Amsterdam
 - Population: 15,799,000 (as of 2002)
 - Area: 16,023 sq. mi.

- Language: Dutch
- Population Density: 986 per sq. mi.
- 9. Belgium
 - Capital: Brussels
 - Population: 10,225,000 (as of 2002)
 - Area: 11,783 sq. mi.
 - Language: Flemish, French
 - Population Density: 886 per sq. mi.
- 10. Switzerland
 - Capital: Bern
 - Population: 7,119,000 (as of 2002)
 - Area: 15,941 sq. mi.
 - Language: German, French, Italian, Romansch
 - Population Density: 447 per sq. mi.

WE Country Profile Rubric
(Each member of the group will receive the same grade)

Name _____

Name _____

Name _____

Block _____

	<i>Points Available</i>	<i>Points Earned</i>
Representation accurately and visually represents the population density	30	_____/30
Name of country is displayed	5	_____/5
Languages spoken are listed and accurate	10	_____/10
Sources are cited (this can be done on the back of the representation)	10	_____/10
Population is listed and accurate	10	_____/10
Area (landmass) is listed and accurate	10	_____/10
Capital is listed and accurate	5	_____/5
Misc. fact is listed and accurate	10	_____/10
Presentation is clear and easy to understand	10	_____/10
Total Points	100	_____/100

Leigh Blanton
6th Grade SS/LA

Lesson Title: The French Revolution

Context: The theme of this unit is war and loss, so we will be examining WE in this context. This lesson starts that series as it looks at the French Revolution.

Plan Number: 3 of 14

Specific Learning Objectives

[COG]

- **2.1** SWBAT compare and contrast present day events with those of the past.

[AFF]

- **6.1** SWBAT appreciate the changes that Revolution can create.

[PERF]

- **9.2** SWBAT use graphic organizers effectively.

[SS SCOS]

- **7.01** SWBAT identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues.
- **7.02** SWBAT examine the causes of key historical events in selected areas of South America and Europe and analyze the short- and long-range effects on political, economic, and social institutions.

[LA SCOS]

- **4.01** SWBAT determine the purpose of the author or creator by:
 - monitoring comprehension for understanding of what is read, heard and/or viewed.
 - exploring any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.
 - identifying and exploring the underlying assumptions of the author/creator.
 - analyzing the effects of author's craft on the reader/viewer/listener.

Materials:

1. Teacher Made PowerPoint on the French Revolution
2. Computer with LCD Projector
3. Fill-In-the-Blank Notes Worksheet for Each Student
4. Fill-In-the Blank Notes Answer Key
5. Copy of *An Innocent Soldier* excerpt for each student
6. Copy of "In French Riots, A Lesson for Europe" for each student
7. Copy of Graphic Organizer Worksheet for each student

Time: 90 Minutes

Procedures:

1. {5 minutes} Warm-Up/Bridge: A KWL chart will be written on the write board – the topic will be the French Revolution. As students enter the room, they will be asked to fill in the 'Know' and 'Want to Know' sections.
2. {5 minutes} If necessary, answer any questions that students wrote on the exit slips from the previous day.

3. {10 minutes} Show French Revolution PowerPoint (teacher narrates); students fill in their notes.
4. {10 minutes} Give students time to answer the question at the bottom of their notes sheet.
5. {5 minutes} Talk about author stance and why authors use editorials to convey their purpose. (Stance: where a writer stands on a subject; his opinion, viewpoint, perspective, etc.; an editorial allows an opinion to be expressed and supported by details and examples.)
6. {10 minutes} Read “In French Riots, A Lesson for Europe” (Wake County Reading Focus Lesson, Day 7/Quarter 3) as a class. Encourage students to highlight clues that will help them determine author purpose and stance. Students may have some problems with the vocabulary. Have them create a list of words that they are unfamiliar to them.
7. {5 minutes} As a class, determine the meaning of these words using context clues, replacing the word, prefixes/suffixes, or a dictionary if necessary.
8. {10 minutes} Students will complete the graphic organizer individually.
9. {15 minutes} As a class, we will complete a Venn diagram comparing the riots in the editorial to the riots of the French Revolution. Students will use their notes and graphic organizer as a reference point.
10. {10 minutes} As an introduction to Napoleon, we will read excerpts from *An Innocent Soldier* aloud. Discuss the purpose of soldiers keeping journals during a war.
 - a. Target Answers:
 - i. to fill time
 - ii. to reflect on experience
 - iii. to help them remember their experience
11. {5 minutes} Exit Slip: Students will write down things that they have learned that day that they believe belong in the ‘Learned’ section of the KWL chart. Before the next class period, the teacher will add these to the chart.
12. HW Prompt: Based on what you have read about Napoleon so far, what are your initial impressions of him, his actions, and his motives? What has changed between the excerpts of *An Innocent Soldier*?

Evaluation:

1. Students will get a completion grade on their notes, graphic organizer, and journal entry.

Appendix of Materials Needed:

1. PowerPoint (on CD)
2. Fill-In-the-Blank Notes Worksheet for Each Student
3. Fill-In-the-Blank Notes Answer Key
4. Copy of “In French Riots, A Lesson for Europe” for each student
5. Copy of Graphic Organizer Worksheet for each student
6. Copy of *An Innocent Soldier* excerpt for each student

Western Europe

Day 4

Napoleon

Focus: Summarizing

Materials:

- PowerPoint of pictures of Napoleon
- “Historical Background” on Napoleon
- “The Code Napoleon” by Robert Burnham
- Map of Europe (including Russia) for each student
- Colored Pencils/Crayons
- Key: Map of Napoleon’s Conquests/Battles

Procedures:

1. Show PowerPoint of pictures of Napoleon as class starts and while students begin discussion.
2. Talk about initial impressions of Napoleon. Students will draw on their journal entries from the previous night.
3. Students will read the “Historical Background” silently. As they read, they will highlight major events and dates. After reading, they will create a timeline of Napoleon’s reign.
4. Using the timeline to determine major battles, we will map and color-code battles and conquests.
5. Students will discuss whether their initial impressions of Napoleon were correct. They will also talk about the historical context of the change between the excerpts of *An Innocent Solider*.
6. As a class, we will read the information about The Code Napoleon.
7. Students will be divided into 4 groups and summarize the information found in The Code Napoleon.
8. HW Prompt: What do you think of Napoleon’s actions? Where they justified? Did he better France? Did France or any of his conquests lose anything as a result of his reign (i.e. freedoms)? Do you think Napoleon was a good leader? What did the French think (remember they accepted as a leader twice)?

To Be Graded:

- Timeline
- Battle Map
- Summary

Possible Extension Activities

1. Students can research why Napoleon was often photographed with his hand in his pocket. Which theory do they believe to be the most credible?
2. Students can examine the relationship between Betsy Balcombe and Napoleon while he was on the island of St. Helena.
3. Discuss whether France was a democracy or a dictatorship under Napoleon. It may be necessary to review the difference between a democracy and a dictatorship. They will make a list of ideas/facts that justify both, and then come to a group consensus. The group speaker will share the group’s opinion with the class.

Western Europe

Day 5

Napoleon

Socratic Seminar

Materials:

1. Personal Reference Materials (notes, journals, maps, timelines, etc.)

Procedures:

1. The students will be divided into two groups for Socratic Seminar. They will arrange their chairs into two circles – an inner and an outer. The inner circle will have one extra seat – the ‘hot seat.’
2. When students are in the inner circle, they will be discussing. They can use their notes, journals, maps, timelines, etc. as a reference point. When they are in the outer circle, they will be taking notes. If they have something to add to the conversation, they can move to the hot seat. They will be discussing topics from the previous night’s journal entry, but since the discussion is entirely student led, they can bring up other topics dealing with Napoleon and the French Revolution.
3. After about 20-30 minutes, the inner and the outer circle will switch.
4. After both groups have discussed, they will write a reflection on their experience. Did they feel their participation was adequate? Did they provide quality responses? Is there something they could do better next time? Was there anything that was not discussed that they feel should have been?
5. As a whole group, we will discuss anything the students noted in their reflection should have been brought up.

To Be Graded:

- Participation

Western Europe

Day 6

Causes of WWI

Focus: Cause and Effect

Materials Needed:

- Copy of *Eyes Like Willy's* excerpt for each student
- Copy of Cause and Effect worksheet for each student
- Copy of "Causes of WWI" sheet for each student
- Computer with Internet access and LCD projector
- Colored Pencils/Markers for creating Maps

Procedures:

1. Play map animation "Europe in 1914" for the class. Clear up any questions about the nations that entered the war.
 - a. <http://www.pbs.org/greatwar/maps/index.html>
2. Create and color code a map depicting the alliances of WWI.
3. Read the selection from *Eyes Like Willy's*. Talk about the assassination of Archduke Ferdinand. Demonstrate how to fill in the Cause and Effect Worksheet.
4. In a group, have students read the "Causes of WWI" sheet, filling out the Causes and Effect worksheet as they go. Remind them to practice using good reading strategies (i.e. highlighting, determining the meaning of unknown words).
5. After they have filled out their worksheet, students will write a paragraph explaining what they believe the cause of the war to be, including support for their opinion.
6. After writing the paragraphs, group students according to the cause that they chose. In those groups, they will create a case for their cause that will be shared with the class.
7. Each group will share the cause they believe to have started WWI with the class. As a class, we will discuss the impact of each, and come to a consensus on what started WWI (all causes had a big impact – interconnected to start the war).
8. Students will write a reflection: Why do you think the assassination of Archduke Ferdinand has been regarded as the main cause of WWI when so many other factors played a role?

To Be Graded:

- Cause/Effect Worksheet
- Cause Paragraph
- Reflection
- Alliance Map

Western Europe

Day 7

WWI: Life in the Trenches

Focus: Inferences

Materials:

- Overhead of Inferencing paragraph from “Examples of Reading Strategies in Action”
- Copy of “The Trench Network” for each student
- Copy of *Lord of the Nutcracker Men* excerpt for each student
- Computer with Internet access and LCD projector
- Copy of WE map for each student

Procedure:

1. Warm-Up: Ask students to read the Beers reading strategies paragraph (attached), and write down any inference that they can. It may be necessary to remind them how to make an inference.
2. Complete ‘Reading Focus Lesson’ (3rd Quarter/Day 4) on “The Trench Network,” including the introduction to inferences.
3. Show videos of both German and French Trenches. As they watch, have students make notes of what they observe (i.e. number of people, conditions, cleanliness, appearance of the trenches).
 - a. http://www.pbs.org/greatwar/chapters/ch1_trench.html
4. Have students read the selection from *Lord of the Nutcracker Men*. As they read, ask them to write down details about life in the trenches.
5. After reading, students will make three inferences (individually) about life in the trenches based on the excerpt. They cite places in the text that support their inferences.
6. Based on what they have read and observed, create a class chart (or Venn diagram) comparing and contrasting the way their illustrations portray life in the trenches to the way life in the trenches is shown in the videos.
7. Explain that both sides believed the war would be over quickly. This did not happen; the war and trench warfare lasted until the armistice was signed on November 11, 1918. The Treaty of Versailles was signed June 28, 1919 leaving many Germans dissatisfied because they say the treaty as unfair.

To Be Graded:

- Life in the Trenches Illustrations
- Inference Assignment

Extension Ideas:

1. Have students research the 1914 Christmas Truce and hypothesize why it occurred. Do they think the same thing could happen during a war today? (also refer to *Lord of the Nutcracker Men* pages 182-183, 201-203, 208)
2. Students can take several virtual tours of trenches through BBC’s website. Pretending they are a soldier in WWI, have them write a letter to their family at home about life in the trenches.
 - a. http://www.bbc.co.uk/history/worldwars/wwone/launch_vt_dogfight.shtml
3. The Treaty of Versailles left Germany unhappy. Students can research why this is the case and make predictions on the implications the dissatisfaction among Germans would have in the years to come.

4. WWI had the most casualties of any war before it. Have students hypothesize why this is the case (length of war, quality of life in the trenches, new weapons, etc.) By the end of the war, over 8 million soldiers had died in combat and about 22 million civilians had died (many of these deaths related to famine or Spanish influenza outbreak). Divide students into groups and have them examine the military casualty table. Ask them to compare the numbers for one Allied Country to a Central Power Country and create a list of reasons for the differences in the numbers.

from "Examples of Reading Strategies in Action" (Beers 2003)

He put down \$10.00 at the window. The woman behind the window gave \$4.00. The person next to him gave him \$3.00, but he gave it back to her. So, when they went inside, she bought him a large bag of popcorn.

Western Europe

Day 8

Remembrance of WWI

Focus: Elements of Poetry

Materials:

- Copy of “In Flanders Fields” for each student
 - Overhead of definitions of the four elements of poetry (below)
 - Overhead of “Why Wear a Poppy”
 - Copy of:
 - “We Shall Keep the Faith”
 - reply to “In Flanders Fields”
 - second reply to “In Flanders Fields”
 - “America’s Answer”
- § each group will receive a different poem

Procedures:

1. Ask students if they recall the importance of November 11, 1918 (day the armistice was signed). Ask if they know the significance of the date now (US: Veteran’s Day; Britain, France, among other European nations: Remembrance Day).
2. Read “In Flanders Fields” as a class, and brainstorm why this poem and the poppy became famous.
3. Talk about the four elements of poetry. Have the students take notes and keep the definitions displayed on the projector.
4. Use the poem “Why Wear a Poppy” to model picking out the four elements of poetry. As the poem is read, the teacher will model good poetry reading strategies (i.e. highlighting, underlining key phrases). Discuss the significance of the poppy during the war – women selling homemade poppies to raise money, poppies growing in battlefield.
5. Split the class into four groups and assign each group a poem written in response to “In Flanders Fields.” Each group will determine the four elements of poetry in their poem, and each student will write them down under their notes of the elements of poetry. The scribe will write them down and the presenter will share the ‘story element’ with the class.
6. Reflection: “Do you think the poppy is a good representation for remembrance? Why is it important to remember what we have lost?”

Four Elements of Poetry:

taken from Greg Orr: “Four Temperaments and the Forms of Poetry”

1. Story – the beginning, middle, and end; can include conflict and resolution
2. Structure – measurable patterns, stanzas, structure
3. Music – rhythm and sounds (pitch, stress, loudness, rhyme, alliteration, assonance, etc)
4. Imagination – creativity, flow of images and/or thoughts

To Be Graded:

- Student Notes
- Reflection

Western Europe

Day 9

WWII Propaganda

Focus: Author Stance/Purpose

Materials:

- Copy of “Causes of WWII” sheet for each student
- Paper, Colored Pencils, Markers, etc. for creating posters and postcards
- Computer with Internet Access and LCD projector to display actual propaganda posters
- Copy of FDR’s speech for each student.

Procedures:

1. Using the “Causes of WWII” Summary, briefly explain to students why WWII began. This sheet may list words unfamiliar to them, so it may be a good time to review ways to determine the meanings of unknown words (i.e. context clues, replace, prefixes/suffixes).
2. Explain to the class that many parents felt it was unsafe to keep their children where war was taking place. In Britain, many parents sent their children to live in foster homes. About 1.5 million women and children were evacuated from places that may be bombed, some did not know where they were going. However, some children were not picked at all by a foster family.
3. Talk about the use of propaganda by the British government. The government wanted children to be evacuated, so they depicted children looking happy in the countryside to encourage parents to evacuate their children. Have students create a propaganda poster encouraging families to send their children to the country. They may want to include a caption. Have several students share their posters with the class. Before they work, show actual examples.
 - a. <http://www.st-andrews.ac.uk/~pv/pv/courses/posters/images6/mothers.html>
 - b. <http://www.st-andrews.ac.uk/~pv/pv/courses/posters/images6/sonny.html>
4. Briefly talk about the use of Nazi propaganda posters during the war. Show some examples and have students hypothesize what the message the Nazis were trying to send was and talk about the way Nazi propaganda infiltrated the life of Germans (in schools, newspapers, radio, Hitler’s speeches, film). Show some examples.
 - a. <http://www.calvin.edu/academic/cas/gpa/posters/kauf.jpg>
 - i. The caption: "Hitler is building. Help him. Buy German goods."
 - b. <http://www.calvin.edu/academic/cas/gpa/posters/schule.jpg>
 - i. The caption: "Adolph Hitler's youth attends community schools."
 - c. <http://www.calvin.edu/academic/cas/gpa/posters/clothe.jpg>
 - i. Germans worked to gather old material for the war effort: "Get rid of old cloth and shoes!"
5. Students will complete an in-class reflection on the following topic: “What do you think was the purpose of propaganda, both in Britain and Germany? Would propaganda work in the US today?”
6. ‘Reading Focus Lesson’ on FDR’s speech about Pearl Harbor, including completion of graphic organizer.

To Be Graded:

- Propaganda Poster
- Reflection
- Graphic Organizer

Extension:

Have the students write a postcard to their families in the city, reflecting on what it is like to live in foster care in the country. They may also take the viewpoint of a child who was not chosen by a foster family or who was one of the last ones on their train to be chosen. Students may also be given the option to illustrate the front of their postcard, possibly with a scene from the countryside.

Western Europe

Day 10

WWII: Holocaust

Focus: Inferences

Materials:

- Computer with Internet access and LCD projector
- Copy of Western Europe Map for each student
- Copy of the Anne Frank excerpt for each student

Procedures:

1. Play the animated Holocaust map for the class.
 - a. <http://www.ushmm.org/museum/exhibit/focus/maps/> (it's a pop-up from this page)
2. Show students the map of the Jewish population as of 1933.
 - a. follow the link from step one – this map is a part of the selection at the top of the pop-up
3. Complete the Reading Focus Lesson (3rd Quarter/Day 5) on Anne Frank.
4. Based on the reading and the inferences they have made, ask students to make predictions about the Jewish population after WWII ends. Create a class list on chart paper.
5. Students will complete a freewrite on one of two prompts:
 - a. If they were living Jewish and living in Germany during WWII, what would they do? Would they hide? Try to evacuate? Turn themselves in? Why?
 - b. What if they were living in Germany during WWII and were not part of a group who was being persecuted? Would they support Hitler? Enlist? Leave the country? Why?
6. Show the animated map of Auschwitz. Remind students that there were several extermination camps like this.
 - a. <http://www.ushmm.org/wlc/en/index.php?lang=en&ModuleId=10005189> (link to map is near the middle of the page)
7. Play several of the personal history videos (choose what are most relevant/appropriate for your class)
 - a. <http://www.ushmm.org/museum/exhibit/online/phistories/> .
8. Ask students to brainstorm at their table why the persecution of Jews and other groups was not stopped by the Allies.
9. Use the Western Europe map to color code the Allies and the Axis (do not forget the legend).
10. Show the map of the Jewish population at the end of the war.
 - a. follow the link from step one – this map is a part of the selection at the top of the pop-up
11. Have a class discussion on their reactions to the change in the Jewish population and their brainstormed list.
12. For homework, ask students to research the actual outcome of one of their predictions. When they come into class the next day, they will write their outcome on the chart next to the prediction.

To Be Graded:

- WE Map
- Freewrite on living in Germany during WWII

- Inference worksheet
- Research of prediction

Western Europe

Day 11

WWII Ends/Cost

Focus: Envisioning

Materials:

- Copy of “Voices of D-Day” for each student
- St. Louis Star-Times Reprint from December 8, 1941
- Computer with Internet access and LCD projector

Procedures:

1. Freewrite: After seeing everything that the Jews and other persecuted groups in Germany and other countries, lost, do you think the US should have come to the aid of the Allies sooner?
2. Using the St. Louis Star-Times Reprint from December 8, 1941, talk about why the US entered war at this time (because of Pearl Harbor).
3. Complete Reading Focus Lesson (3rd Quarter/Day 3) – “Voices of D-Day”
4. Play WWII animated map of Europe. Pause between each slide so that students can create a timeline of WWII as they go.
 - i. <http://www.ushmm.org/museum/exhibit/focus/maps/> (pop-up from this page)
5. With a partner, students will create a list of demands (i.e. losing territory, disabling army, paying reparations) that they would give to Germany if they were creating a treaty at the end of the war. After the list, they would write a reflection: Were they generous with Germany? Why? Did they fear that a healthy Germany would be a danger to the rest of the world? If Germany had to adhere to their punishment, what do they think would happen next?

To Be Graded:

- Freewrite
- Timeline
- Envisioning Activity from Reading Focus Lesson
- Partner Activity

Western Europe

Days 12, 14, 15

Cold War/Berlin Wall

Focus: Connections

Materials:

- Computer with Internet access for each student
- Term Sheet for each student
- PowerPoint depicting the fall of the Berlin Wall

Procedures:

1. Allow the students to use the Internet to research the terms given on the Cold War worksheet.
2. After the students complete their research, answer any questions. Have them compare their previous freewrite on what should have happened to Germany after WWII to what actually happened.
3. On a new day, divide the class in half before the students come in. One half should have certain privileges (i.e. exit access, sign-out privileges); this side represents West Berlin, the restricted half of the class represents East Berlin. The students are not allowed to cross to the other side.
4. This day can either be spent doing seatwork and/or books can be provided for students to research what life is like in their half of Berlin. (If there is not sufficient class work, the class can be divided before doing the term worksheet – one side could be given access to the Media Center while the other is restricted to the room.)
5. At the end of the day, have students reflect on what it was like to be divided. What if they were living in West or East Berlin and were separated from their family? What would they do? How would they feel? Was the division of Berlin an appropriate solution?
6. The next day, show the PowerPoint announcing that Germans can travel between East and West. Allow students to take down the ‘wall.’ Put them in groups of 4 (2 students from each side). Have them discuss how they felt when they were separated and how they feel after being ‘reunified.’
7. Have students read the selection about the end of the Cold War and the reunification of Germany from *The Berlin Wall: How it Rose and Why it Fell.*”
8. Talk about the aftermath of the fall of the Berlin Wall, specifically what problems Germany was facing by reuniting and review terms from the sheet.
9. Ask students to talk in their table groups and come up with at least one connection (text, world, or personal) to the division of Germany.

To Be Graded:

- Term Worksheet
- Paragraph on Germany after WWII
- Reflection on being divided

Western Europe

Days 13, 16

Model Poem Assignment

Focus: Writing a Diamante

Materials:

- Brainstorming Worksheet for each student
- Revision Checklist for each student
- Rubric for each student
- Example of a Cold War Diamante

Procedures:

1. The night before the assignment is giving, have the students respond to the following prompt: “Think about each of the wars that we have studied (French Revolution/Napoleonic Wars, WWI, WWII, and the Cold War). What are some of the losses (to both nations and individuals) that came with each? Create a list of some of the major places, events, and people that stood out to you.”
2. Have the students complete the following steps:
 - Step 1: Choose one of the four wars that you would like to write about.
 - Step 2: Drawing on your list of major places, events, and people, pick a topic, place, person, etc. from that war that you want to be the focus of your poem – it must be a noun.
 - Step 3: Choose another noun dealing with your war that is either a synonym or antonym for your word, or is related to your noun in some way. If you are unsure if your nouns are appropriate, ask.
 - Step 4: Using the attached worksheet, brainstorm nouns, adjectives, and –ing verbs that describe each of your original nouns.
 - Step 5: Using the following layout, create your own diamante poem, using your brainstormed list. This will be your rough draft.

noun 1			

_____		_____	
adjective for noun 1		adjective for noun 1	

_____		_____	
-ing verb for noun 1		-ing verb for noun 1	

_____		_____	
word for noun 1		word for noun 2	

_____		_____	
-ing verb for noun 2		-ing verb for noun 2	

_____		_____	
adjective for noun 2		adjective for noun 2	

noun 2			

Step 6: With a partner, complete the revisions checklist.

3. Have the students revise their poem and complete their final draft.

4. The students can present their poem to the class.

To Be Graded:

- Writing Process (Brainstorming Worksheet/Revisions Checklist)
- Final Poem

Cold War diamante example:

Divided
by Leigh Blanton

West Berlin
Separated Isolated
Protesting Rebuilding Wanting
America Democracy Communism Soviets
Guarding Killing Dividing
Restricted Trapped
East Berlin

Diamante Partner Revision

(Step 6)

Author's Name _____

Poem Title _____

Responder's Name _____

Block _____

Responder:

Complete the +/Δ chart for your partner's poem

	+ (things that are good)	Δ (things that could be changed)
Topic		
Word Choice (part of speech, number of words, etc)		
Misc.		

Other Revision Suggestions:

Author:

Before writing your final copy, have you . . .

followed the steps of the revision process, including making revisions?

checked your grammar (spelling, punctuation, etc.)?

used the correct number of words and parts of speech?

On a separate piece of paper, please reflect on your poem. Tell me why you chose this topic, and what you feel you learned by writing about it. What did you have a hard time doing? What is your favorite thing about your poem? Include anything else that you feel I need to know.

Western Europe

Days 17, 18

Culture in WE

Culminating Activity

Materials

- Student notes, maps, timelines, etc. on WE
- Poster Board, Paper, Markers, Colored Pencils, Glue, etc. for “life maps”
- Example of Life Map [C. Young – ECI 430, Class 2]

Procedures

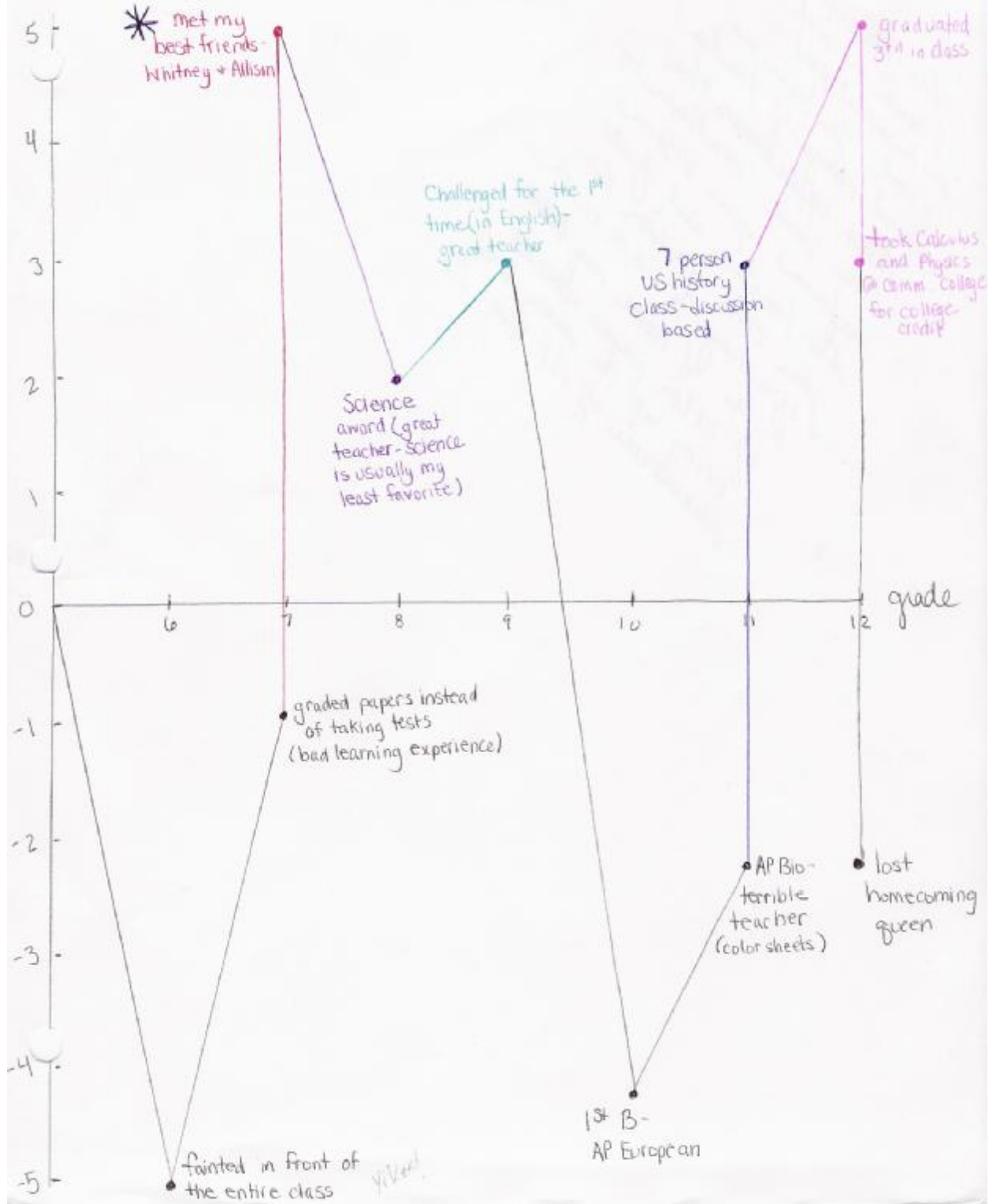
1. Show the example of a schooling life map. Point out to students how it is arranged as a cross between a graph and timeline.
2. Ask students to brainstorm highs and lows in their own life.
3. They will create their own life map (illustrations optional). Once completed, students will be given the opportunity to observe the other life maps.
4. They will then begin brainstorming ideas for a WE ‘life’ map. They will be required to include at least 2 events from each period that we have studied (French Revolution/Napoleon, WWI, WWII, Cold War, and present day).
5. They will create a ‘life map’ based on WE. This will be a step towards beginning to review for the test.
6. Exit slip: Each student will create two test questions that they think would be good questions for the unit test. This will ensure that they pay attention throughout the presentations, and will act as a review. Several of these questions may be added to the actual unit test.

To Be Graded

- Individual Life Map
- Brainstorming
- WE Life Map

Leigh Blanton's Best + Worst School Experiences

3) Week 2



Leigh Blanton
ECI 430/435
Drs. Young & Lee
Fall 2006
Integrated Thematic Unit Project
Part Three

Evaluation

Evaluation Philosophy Statement

I think that evaluation, both informal and formal, is a very important part of teaching and student learning. Ideally, evaluation should be used to check for understanding and gauge student level of comprehension. Throughout a unit, it is critical to evaluate students informally on a daily basis to insure that they understand the material and are ready to move on. This can be done in a variety of ways. I believe in using observation as well as a more physical evaluation, like an Exit Slip, on which students write down any questions they have about the material. I do not think these should be graded because the goal of these informal evaluations is to make sure the students are ready to move on to new material.

In addition to informal evaluations, I think that formal evaluations are a key part of student learning. I think it is important for students of all ages to reflect on the material they have learned almost daily, and this can be turned in and used by the teacher to check their understanding. However, I do not believe that reflections/freewrites should be graded for correctness. They should be graded for completion and effort because they are a critical part of the learning process. Other daily assignments, like worksheets, will also be graded for completion and effort, not correctness. This is something that I firmly believe in, because I think these assignments are practice for the students. When I give a project, paper, presentation, or test, I will grade for correctness, because by the time one of these is administered, the student will have had plenty of practice and/or be able to use resources to insure correctness. In this unit, and most likely in future units, I will have some combination of project, papers, presentations, and tests. Some may be started at the beginning of the unit (in this case, it is a Problem Solution Essay), or they may come at the end of the unit, like a Unit Test or a Culminating Project.

I believe that the point of school is for students to learn as much as they possibly can – they should try to master the material they are studying. For this to happen, I think students should be given the opportunity to redo work that falls below the quality they would like to achieve. As long as students give me sufficient time to re-grade their work (i.e. at least a week before the end of the quarter), then they will be allowed to better their work. The only time this will not apply is to oral presentations, group work, and tests, because I think each of these are difficult to redo and/or an opportunity to redo would be unfair to other students. It is also important to me that everything students turn in is graded and counted. I believe that students will be more motivated to do their work if they know something is at stake. I do not think students would want to do their work if they knew it did not count as a grade, and some students would stop trying. It is important to find a balance between informal and formal evaluation and between grading for completeness versus grading for correctness. I hope that I have found a balance that will work well for me as a teacher and will provide the best possible learning experience for my students. I am sure it will change as I become a more experienced teacher, and see the different needs of my students, but for now, this is the balance that I believe will be the most effective in my classroom.

Methods of Evaluation

Informal

- Thumbs Up/Thumbs Down
 - students give either to show if they understand
- Observations of Group and Individual Work
 - not graded
- Track Student Participation in Socratic Seminar [from CT]
 - not graded
- Observation of Participation in Discussions
 - if participation is not distributed evenly, will randomly select a popsicle stick from a cup and call on the student whose name is on that stick [from CT]
 - not graded
- Student Notes
 - if these are incomplete or incorrect, students will be required to redo them
 - completion grade
- Daily Exit Slip
 - students will write down any remaining questions; teacher will answer them the next day
 - not graded, but required in order to leave the classroom

Formal (all are given a letter grade)

- Almost Daily Reflections/Freewrites to Check for Learning
 - written in journal
 - way to gauge student understanding
 - grade based on completion, effort, and understanding
 - not graded every time; will be random to insure that students are completing all of the entries
- Presentations
- Student-Evaluations (of themselves and/or group members)
 - for group projects
 - used to help determine final letter grade
- Map Quiz
 - This is included in this section.
- Unit Test
 - This is included in this section.
- Problem Solution Essay
 - this will go in the Writing Portfolio (required by Wake County)
 - will be incorporated throughout the unit
- Worksheets
- Reading Focus Lesson Assignments

Name _____

Block _____

Western Europe – Map Quiz

Label the nations, bodies of water, and landforms of WE using the provided numbers. Using the list of capitals, write the name of each country's capital in the allotted space. Answer the questions on the next page.



Label the nations of W. Europe using these numbers

1- France

Capital:

2- United Kingdom

Capital:

3- Liechtenstein

Capital:

4-Germany

Capital:

5- Netherlands

Capital:

6- Austria

Capital:

7 - Luxembourg

Capital:

8 - Switzerland

Capital:

9 - Ireland

Capital:

10 - Belgium

Capital:

Label these bodies of water and landforms

11 – North Sea

12 – Atlantic Ocean

13 – Baltic Sea

14 – Mediterranean Sea

15 – English Channel

16 – The Alps

17 – Northern European Plain

Capital List

London

Bern

Paris

Vienna

Vaduz

Amsterdam

Berlin

Brussels

Dublin

Luxembourg

Name _____
Block _____

Map Quiz continued

Please answer the following:

1. Name one place where Napoleon fought a battle. _____
2. Name one country that was a member of the Central Powers during WWI.

3. Name two countries that were members of the Allies during WWII.
_____, _____
4. Berlin was located in _____ Germany.
5. Name the three nations that make up Great Britain. _____,
_____, _____

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Integrated Thematic Unit Project
Part Four A

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Note: The Reading Focus Lessons, which were not modified, were taken from the Salem Middle Sixth Grade Blackboard website, which is password protected.

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Reflection

Dear Reader,

I asked my CT for a suggestion for a unit topic, and she suggested that I create a unit on Western Europe. I looked over the Wake County Pacing Guide to see what topics I needed to include, and I noticed that the main focus was the major wars throughout history. Because of this, I decided to base my unit on the theme “War and Loss.” I chose this because every war is different, but there is always a sense of loss both to nations and individuals. I think examining the wars and the losses associated with each will provide a good opportunity for students to reflect, which is an important skill to have, and sixth grade is a good time to start developing that skill. After I had determined the main topics, I did some research so that I would understand the material in order to teach it well. I also looked at the Salem Middle Sixth Grade Blackboard start to determine what LA topics I would need to teach because this is an integrated unit. After I had all of the necessary background information, I created goals, unit, objectives, and big questions to set the tone for my unit. Based on these things, I mapped my unit, and finally, I began drafting lesson plans.

I worked very hard on this unit, and I think that it has a lot of strengths. I think that it does a good job of covering a lot of material (over 200 years of history) in just four weeks. I also think that there are a variety of activities, teaching methods, and instructional tools (i.e. technology, use of Media Center) that will be engaging for students. I think another strength is the amount of opportunities for reflection. Personally, I was never asked to reflect, in writing, on anything until my sophomore year of college. Providing students with this opportunity in the sixth grade is wonderful, and it will be beneficial to them both in their school work and personal life.

However, I still have concerns about the amount of LA that I have integrated. I tried to teach a LA skill each day, but I am concerned that I may have focused on the SS aspect too heavily. I would also like to continue to work on my transitions between lessons. There are some large gaps of time between some of the lessons (i.e. Napoleon to WWI), and I would like to make that flow more smoothly.

While creating this unit, I thought I would encounter limitations from my CT and placement school, but I did not. She told me to shape the unit in whatever way I thought worked best. She gave me a format to follow when creating the lessons, but said if it did not work for me, not to worry about it. I did decide to use her format because I thought it would be more beneficial to me when I begin student teaching. However, she said that the sixth grade might decide to only use some of the lessons. I know I am biased because I created the lessons, but I think they are all important, and introduce material that the students need to know. If it were my own classroom, I would make sure that students understood each of the wars, because I am afraid that they will only be briefly touched on when I student teach. The biggest limitation for me was the structure required in creating this

unit. Normally, I love structure and organization, but in this case, I felt restricted by the unit guidelines. I do not think this hurt my final product; it just made the process more difficult for me.

When I am implementing this unit, I will pay very close attention to the LA aspect of the unit. I am technically the LA teacher on my team, and while I will be sharing some SS responsibility, it is still my job to make sure the students are prepared for their LA End-of-Grade test. I have the Reading Focus Lessons that will help me to measure their understanding, and in most lessons, there is another reading to help supplement the LA skill that they have been working on. Another tool that I will have are the Blue Diamond Assessments. These are formatted like the EOG, but have about 5 questions each, and only focus on one LA skill. I will be able to use these to measure student understanding, along with other formal and informal assessments.

I would rate my unit as a 4. I put a lot of time and effort into it, and I believe that it reflects my best work. I tried to create engaging lessons with lots of activities that would appeal to all types of learners. I also tried to vary my teaching style so that students will not get bored. I am usually a very 'in-the-box' thinker, and one of my personal goals for this unit was to move out of that box while creating lessons. I am also very proud of the amount of material that I was able to cover. Four weeks is one of the longer allotted times for a region on the Pacing Guide, but there is a lot of material to cover with Western Europe.

If I were to describe this project to future students, I would tell them to get ready to work! This project is very time consuming, but it is worth it because it is a quality unit that they can use when they student teach, and hopefully in their own classroom some day. There are very specific guidelines so they need to make sure they follow those. My biggest advice would be to work ahead and to use all possible resources. The best resources are their CT, methods professors, and other students in methods.

For some people, the amount of guidance in this project works well. I talked to several people in class, and they said they liked being fed small amounts of information at a time. For me, I would have preferred the guidelines from the very beginning. I like to work ahead, and I would have been able to accomplish more earlier if given the guidelines from the beginning. In the past, I have made two complete units, so I did not feel like I needed as much guidance as we were given. One of the things that I really liked was working in the Response Groups. This gave me the opportunity to share ideas, to ask questions, and gain suggestions for my unit, which I found extremely helpful. My biggest suggestion for revising this project would be to require students to create all of their lesson plans. However, I think the lesson plan format that we were required to use for our three lessons was too time consuming, and we had never seen it before. It may be beneficial to come up with a lesson plan format as a methods class, and then require students to use that format in their unit. If all lesson plans are required, then I think that the evaluation plan could be omitted because the evaluations will be present in individual lessons. Overall, I think this is an excellent project because I created a unit that I think will work well in my student teaching classroom and hopefully, in my own classroom.

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Part Five

Process

Based on the guidelines provided on the Prep Sheets, I posted parts of my process on the Wiki. This can be found at http://wikis.lib.ncsu.edu/index.php/Western_Europe.

Before I started planning, I did some background research on Western Europe and looked over the pacing guide so I would be familiar with the region. I created a list of notes based on the books that I looked through so I would have something to reference as I planned.

After this, I started unit mapping. I wanted to be able to visualize everything at one time, so I divided a table into 20 parts to represent each day. As I came up with activities, materials, and information to cover, I wrote it on a post-it and placed it under the day. After I had mapped out the unit this way, I put the post-its on notebook paper by each day, and then typed the unit map so it would be easier to read and understand. After updating all of the lessons, I updated the unit map to create a final copy; it is located in Part I.

I have also included the drafts of my first 3 lessons of the unit. They have instructor feedback, and my own editing. Some of my editing choices came from peer and instructor feedback that was verbal.

I have also included the drafts of the 'One Pagers' that I created. The comments on those are the changes that I decided to make before finalizing the plan.

Finally, I am including the Wake County 6th Grade Pacing Guide, because I used it to help determine the material that needed to be covered and the length of the unit. I am also including the 6th Grade LA and SS SCOS.